



White Tanks Learning Center

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

18701 W. Thomas Rd., Litchfield Park, AZ 85340

Litchfield Elementary District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing

2004-05 N/A

2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met

2004-05 N/A

2003-04 Met

School Improvement Status (b)

2005-06 N/A

2004-05 N/A

2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Karen Johnson

Schedule : 07:30 AM to 03:30 PM

Grades : K-8

Web Address : www.lesd.k12.az.us

Phone Number : (623) 535-6085

Fax Number : (623) 853-1764

E-mail : johnson.k@lesd.k12.az.us

Mission

We believe that teaching and learning is the most important mission, in a positive environment where all students can achieve, regardless of ethnicity, gender, religion, academic potential, or behavioral challenges. The curriculum sets high expectations for all participants, with clear and concise standards of measurement. Students, staff and the school community are treated with respect, dignity, and in the highest ethical manner.

School / Academic Goals

- Ü The student will represent and use numbers in equivalent forms through the use of physical models, drawings, word names, and symbols (e.g. using concrete materials and fraction equivalents to represent and compare halves, thirds, fourths, etc.)
- Ü The student will identify facts and the main idea, sequence events, define and differentiate characters, and determine the author's purpose in a range of traditional and contemporary literature.

Enrollment

October 1, 2005 School Year Student Enrollment : 13

Accepting New Students in 2005-06 Under Open Enrollment Law : ² No

Number of Students Attending Under Open Enrollment in 2005-06 : 0

Instructional Programs

- Ü On-site Special Education
- Ü Self-contained Special Education
- Ü Aligned with Arizona Academic Standards
- Ü Social Skills Training
- Ü Character Development
- Ü Transition to Home Schools Program
- Ü Alternative classroom

Calendar Information

Number of Instruction Days : 180
 Average Daily Instruction Time : 6 hours 30 minutes
 First Day of School : 8/7/2005
 Last Day of School : 5/25/2006

Shared Responsibilities**School**

School safety is the most important responsibility that is focused on at White Tank Learning Center. The school building and grounds are monitored daily for cleanliness and potential safety hazards. The staff is trained in the CPI model of non-violent behavioral interventions. The staff provides daily communication with families, outlining their student's daily progress toward academic and behavioral goals, as outlined on the student's Individual Education Plan.

Parents

The families of our students are responsible to see that their student attends school on a regular basis and that their physical and medical needs are met. Parents are responsible to attend meetings and give regular input to their student's progress. Families are responsible to understand the school rules and behavioral expectations of their student, and are free to communicate with the staff on a daily basis. Our motto is mutual respect with open communication.

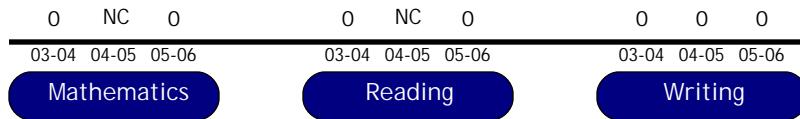
Transportation Policy

Transportation is considered a 'Related Service' under FAPE as it pertains to a Special Education Student. In regards to special mobility issues and/or leaving the home school for placement, transportation must be provided at no cost to the parent/guardian. Students that attend White tank Learning Center are picked up and dropped off at the curbside of their home, and are expected to follow transportation safety procedures at all times.

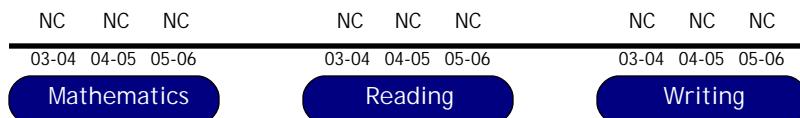
School Honors**Awards or Special Recognition Received By the School, Staff or Students**

Award/Honor	Year
Ü Gold Medal Awards for Student Academic Achievement	2006

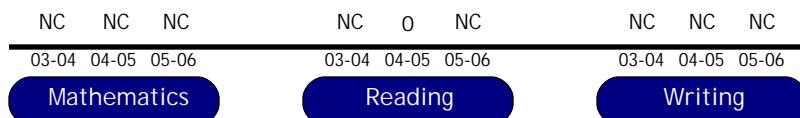
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	NC	NC	NA	58	--	--	53	47	NC	NC	54	46
	Language	NC	NC	56	50	--	--	52	47	NC	NC	58	48
	Mathematics	NC	NC	66	64	--	--	57	50	NC	NC	63	52
3	Reading	--	--	NA	55	NC	NC	52	44	NC	NC	52	46
	Language	--	--	66	61	NC	NC	49	44	NC	NC	54	46
	Mathematics	--	--	64	61	NC	NC	54	51	NC	NC	58	52
4	Reading	NC	NC	NA	56	NC	NC	58	48	NC	NC	59	52
	Language	NC	NC	56	52	NC	NC	57	49	NC	NC	61	52
	Mathematics	NC	NC	63	61	NC	NC	63	53	NC	NC	68	58
5	Reading	NC	NC	NA	55	NC	NC	56	50	NC	NC	65	56
	Language	NC	NC	58	49	NC	NC	57	50	NC	NC	67	54
	Mathematics	NC	NC	71	63	NC	NC	56	49	NC	NC	63	52
6	Reading	NC	NC	NA	56	NC	NC	54	51	NC	NC	61	56
	Language	NC	NC	50	48	NC	NC	51	47	NC	NC	54	50
	Mathematics	NC	NC	60	66	NC	NC	55	52	NC	NC	61	58
7	Reading	NC	NC	NA	54	NC	NC	53	50	NC	NC	59	54
	Language	NC	NC	66	58	NC	NC	57	52	NC	NC	61	58
	Mathematics	NC	NC	61	62	NC	NC	52	50	NC	NC	56	54
8	Reading	NC	NC	NA	55	NC	NC	57	51	100	6	61	58
	Language	NC	NC	61	52	NC	NC	56	50	NC	NC	58	56
	Mathematics	NC	NC	62	61	NC	NC	57	53	NC	NC	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (- -) to indicate "no data available."

White Tanks Learning Center

School Site Council

Council Composition	Council Duties
1 School Administrator(s)	Ü program planning
0 Non-certified Employee(s)	Ü curriculum planning
2 Teacher(s)	
1 Parent(s)	
2 Community Member(s)	
0 Student(s)	

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	3.00
Other Professional Staff	.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library Visitation
- Ü Project Preserve
- Ü Field Trips

Extracurricular Activities

Social Services

- Ü DES Services
- Ü Buckeye Police Department
- Ü Child Protective Services
- Ü Maricopa County Sheriff
- Ü Maricopa County Juvenile Probation

School Achievements/Accomplishments 2005-06

- Ü During the 2004-05 school year, eight middle school students were transitioned back into the home school on a full-time/part-time basis.
- Ü Three elementary students were transitioned back into their home schools by May 2005.
- Ü Five middle school students were transitioned into a high school program in May 2006.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School-level Efforts to Ensure a Safe and Healthy Learning Environment

If a student chooses not to follow the district and school guidelines, the parents are notified, the student receives a consequence and is given the opportunity to make amends to the school community the following day. A hierarchy of consequences are in place, directly relating to the infraction. The staff is highly trained to provide positive behavioral interventions and to teach students appropriate social behaviors during the normal flow of the school day.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Karen Johnson	(623) 535-6085
Transportation Policy	David Gourlay	(623) 535-6070
Community Resources	Dr. Julianne Lein	(623) 535-6022
School Nutrition Programs	David Schwake	(623) 535-6119
Parent Organization		
Student Health/Nurse	Nurse	(623) 535-6218

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.